POST-LESSON REFLECTION

SEMESTER 1: Complete the TAP Rubric below. Carefully review the rubric criteria and provide detailed evidence for your scores (refer to the “Evidence Rubric” at the end of this portfolio.).

TAP RUBRIC

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| Instructional Plans | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
| SCORE: | Instructional plans include:  • measurable and explicit goals aligned to state content standards;  • activities, materials, and assessments that:   * are aligned to state standards. * are sequenced from basic to complex. * build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines. * provide appropriate time for student work, student reflection, and lesson and unit closure;   • evidence that plan is appropriate for the age, knowledge, and interests of all learners and;  • evidence  that the plan provides regular opportunities to accommodate individual student needs. | Instructional plans include:  • goals aligned to state content standards;  • activities, materials, and assessments that:   * are aligned to state standards. * are sequenced from basic to complex. * build on prior student knowledge. * provide appropriate time for student work, and lesson and unit closure;   • evidence that plan is appropriate for the age, knowledge, and interests of most learners and;  • evidence that the plan provides some opportunities to accommodate individual student needs. | Instructional plans include:  • few goals aligned to state content standards;  • activities, materials, and assessments that:   * are rarely aligned to state standards. * are rarely logically sequenced. * rarely build on prior student knowledge * inconsistently provide time for student work, and lesson and unit closure;   • little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and;  • little evidence that the plan provides some opportunities to accommodate individual student needs. |

Provide evidence of your score on Instructional Plans:

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| Standards and Objectives | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
| SCORE: | • All learning objectives and state content standards are explicitly communicated.  • Sub-objectives are aligned and logically sequenced to the lesson’s major objective.  • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.  • Expectations for student performance are clear, demanding, and high.  • State standards are displayed and referenced throughout the lesson.  • There is evidence that most students demonstrate mastery of the objective. | • Most learning objectives and state content standards are communicated.  • Sub-objectives are mostly aligned to the lesson’s major objective.  • Learning objectives are connected to what students have previously learned.  • Expectations for student performance are clear.  • State standards are displayed.  • There is evidence that most students demonstrate mastery of the objective. | • Few learning objectives and state content standards are communicated.  • Sub-objectives are inconsistently aligned to the lesson’s major objective.  • Learning objectives are rarely connected to what students have previously learned.  • Expectations for student performance are vague.  • State standards are displayed.  • There is evidence that few students demonstrate mastery of the objective. |

Provide evidence of your score on Standards and Objectives:

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| Presenting Instructional Content | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
| SCORE: | Presentation of content always includes:  • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;  • examples, illustrations, analogies, and labels for new concepts and ideas;  • modeling by the teacher to demonstrate his or her performance expectations;  • concise communication;  • logical sequencing and segmenting;  • all essential information and;  • no irrelevant, confusing, or nonessential information. | Presentation of content most of the time includes:  • visuals that establish the purpose  of the lesson, preview the  organization of the lesson, and  include internal summaries of the lesson;  • examples, illustrations, analogies,  and labels for new concepts and ideas;  • modeling by the teacher to demonstrate his or her performance expectations;  • concise communication;  • logical sequencing and segmenting;  • all essential information and;  • no irrelevant, confusing, or nonessential information. | Presentation of content rarely includes:  • visuals that establish the purpose  of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;  • examples, illustrations, analogies, and labels for new concepts and ideas;  • modeling by the teacher to demonstrate his or her performance expectations;  • concise communication;  • logical sequencing and segmenting;  • all essential information and;  • no irrelevant, confusing, or nonessential information. |

Provide evidence of your score on Presenting Instructional Content:

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| Activities and Material | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
| SCORE: | Activities and materials include all of the following:  • support the lesson objectives;  • are challenging;  • sustain students’ attention;  • elicit a variety of thinking;  • provide time for reflection;  • are relevant to students’ lives;  • provide opportunities for student-to-student interaction;  • induce student curiosity and suspense;  • provide students with choices;  • incorporate multimedia and technology and;  • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).  • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. | Activities and materials include most of the following:  • support the lesson objectives;  • are challenging;  • sustain students’ attention;  • elicit a variety of thinking;  • provide time for reflection;  • are relevant to students’ lives;  • provide opportunities for student-to-student interaction;  • induce student curiosity and suspense;  • provide students with choices;  • incorporate multimedia and technology and;  • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). | Activities and materials include few of the  following:  • support the lesson objectives;  • are challenging;  • sustain students’ attention;  • elicit a variety of thinking;  • provide time for reflection;  • are relevant to students’ lives;  • provide opportunities for student-to-student interaction;  • induce student curiosity and suspense;  • provide students with choices;  • incorporate multimedia and technology and;  • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.). |

Provide evidence of your score on Activities and Materials:

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| Academic Feedback | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
| SCORE: | • Oral and written feedback is consistently academically focused, frequent, and high quality.  • Feedback is frequently given during guided practice and homework review.  • The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback.  • Feedback from students is regularly used to monitor and adjust instruction.  • Teacher engages students in giving specific and high-quality feedback to one another. | • Oral and written feedback is mostly academically focused, frequent, and mostly high quality.  • Feedback is sometimes given during guided practice and homework review.  • The teacher circulates during instructional activities to support engagement and monitor student work.  • Feedback from students is sometimes used to monitor and adjust instruction. | • The quality and timeliness of feedback is inconsistent.  • Feedback is rarely given during guided practice and homework review.  • The teacher circulates during instructional activities, but monitors mostly behavior.  • Feedback from students is rarely used to monitor or adjust instruction. |

Provide evidence of your score on Academic Feedback:

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| Managing Student Behavior | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
| SCORE: | • Students are consistently well-behaved and on task.  • Teacher and students establish clear rules for learning and behavior.  • The teacher uses several techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior.  • The teacher overlooks inconsequential behavior.  • The teacher deals with students who have caused disruptions rather than the entire class.  • The teacher attends to disruptions quickly and firmly. | • Students are mostly well-behaved and on task, some minor learning disruptions may occur.  • Teacher establishes rules for learning and behavior.  • The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior.  • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson.  • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. | • Students are not well-behaved and are often off task.  • Teacher establishes few rules for learning and behavior.  • The teacher uses few techniques to maintain appropriate student behavior.  • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior.  • Disruptions frequently interrupt instruction. |

Provide evidence of your score on Managing Student Behavior:

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| Teacher Content Knowledge | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
| SCORE: | • Teacher displays extensive content knowledge of all the subjects she or he teaches.  • Teacher regularly implements a variety of subject specific instructional strategies to enhance student content knowledge.  • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas.  • Limited content is taught in sufficient depth to allow for the development of understanding. | • Teacher displays accurate content knowledge of all the subjects he or she teaches.  • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.  • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. | • Teacher displays under-developed content knowledge in several subject areas.  • Teacher rarely implements subject specific instructional strategies to enhance student content knowledge.  • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way. |

Provide evidence of your score on Teacher Content Knowledge:

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| Teacher Knowledge of Students | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
| SCORE: | • Teacher practices display understanding of each student’s anticipated learning difficulties.  • Teacher practices regularly incorporate student interests and cultural heritage.  • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | • Teacher practices display understanding of some students’ anticipated learning difficulties.  • Teacher practices sometimes incorporate student interests and cultural heritage.  • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | • Teacher practices demonstrate minimal knowledge of students’ anticipated learning difficulties.  • Teacher practices rarely incorporate student interests or cultural heritage.  • Teacher practices demonstrate little differentiation of instructional methods or content. |

Provide evidence of your score on Teacher Knowledge of Students:

POST-LESSON REFLECTION

(TO BE COMPLETED BEFORE YOUR POST-CONFERENCE)

1. Based upon your instruction and student performance, what can you identify as your strengths and your areas of growth?
2. Considering your analysis of student achievement, what steps would you take to address students who did not meet the objective?

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|  | EVIDENCE RUBRIC |  |
| 5 | 3 | 1 |
| The teacher candidate provides clear and convincing evidence to support his/her score. | The teacher provides clear evidence to support his/her score. | The student provides little or no evidence to support his/her score. |
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| Evidence supports all points on the rubric using the following: | Evidence supports most points on the rubric using the following: | Evidence supports some of the points on the rubric using the following: |
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| Quotations from students and/or teacher, specific observable points in lesson that support the score, student assessment data, anecdotal notes | Quotations from students and/or teacher, specific observable points in lesson that support the score, student assessment data, anecdotal notes | Quotations from students and/or teacher, specific observable points in lesson that support the score, student assessment data, anecdotal notes |
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| Evidence is directly related to student achievement data. |  |  |
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